

Riston Art and Design Progression Document

National Curriculum Expectations

Purpose Of Study: Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims: The national curriculum for art and design aims to ensure that all pupils: produce creative work, exploring their ideas and recording their experiences become proficient in drawing, painting, sculpture and other art, craft and design techniques evaluate and analyse creative works using the language of art, craft and design know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Attainment Targets: By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key Stage 1: Pupils should be taught to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experience and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key Stage 2: Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.

EYFS (Statutory Framework)	Key Stage 1	Lower Key Stage Two	Upper Key Stage Two
Early Learning Goal To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.	To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practises and disciplines, and making links to their own work.	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. To learn about great artists, architects and designers in history.	
Art and Design - where does it fit in?			
Cycle A	Autumn	Spring	Summer
EYFS	Painting from imagination Painting Mehndi patterns Printing Yayoi Kusama	Painting from observation Recycled material modelling Antoni Gaudi	Painting with watercolour Pencil portraits Modelling William Turner
Year 1/2	Pencil Portrait L.S Lowry Shadow Landscapes London Charcoal/ Chalks	Aboriginal Art George Seurat Printing	Clay Sea Creatures Andy Goldsworthy 3D Form Clay
Year 3/4	Pencil Portraits Jean Metzinger Mosaics Collage	Printing and ICT Giuseppe Arcimboldo	Photography David Hockney
Year 5/6	Pencil Portraits Andy Warhol	Vincent Van Gogh Volcano Art	Pottery Grayson Perry

	WW2 Artwork Pictures Using Pastels		
Cycle B	Autumn	Spring	Summer
EYFS	Self portraits Painting from observation Wassily Kandinsky	Recycled material modelling Drawing Collage Local artist focus	Printing Photography Water Colour Beatrix Potter
Year 1/2	Pencil Portraits Paul Klee Castle and sun	Drawing - Oil Pastels - Collage Giuseppe Arcimboldo	Photography and Painting with watercolour Claude Monet
Year 3/4	Pencil Portraits Picasso - Cubism Cave paintings	Rene Macintyre Line drawing/ Stained glass windows	Photography/ Painting Watercolour David Hockney
Year 5/6	Pencil Portraits Photography/Painting Andy Warhol/ Roy Lichtenstein	Collage/ Printing Beatrice Milhazes	Painting Banksy/ Keith Haring-Street Art

Key Knowledge & Vocabulary

	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2		
	<p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>		<p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> <p>To learn about great artists, architects and designers in history.</p>				
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Suggested artists
Generating Ideas	<p>Introduce a sketch book</p> <p>Enjoy the work of different artists, architects and designers</p> <p>Develop questions about artwork</p> <p>Experiment with different materials without a specific outcome</p> <p>Name some different tools and techniques</p>	<p>Develop sketchbook habit as a place to record ideas</p> <p>Use sketchbook</p> <p>Enjoy artwork made by artists, architects and designers</p> <p>Look at different source materials</p> <p>Develop questions to ask when looking at artwork</p> <p>Generate ideas through exploration of materials</p>	<p>Continue to develop a sketchbook habit</p> <p>Using sketch book to record individual response to the world</p> <p>Use growing knowledge of materials to help develop ideas</p> <p>Enjoy looking at artwork made by artists, architects and designers looking at how they can inspire making</p> <p>Engage with the physical world to stimulate a creative response</p> <p>Develop questions to ask when looking at artwork</p> <p>Explore how ideas develop through different medias</p>	<p>Continue to develop a sketchbook habit to record individual responses to the world</p> <p>Discussing the artists intention and reflect on own response</p> <p>Look at artforms beyond visual arts: literature, drama, music</p> <p>Develop understandings of how medium act to help develop ideas</p> <p>Use digital media to identify research</p> <p>Develop ideas through experimentation and questioning about artwork</p>	<p>Continue to develop a sketchbook habit to record individual responses to the world</p> <p>Enjoy looking at artwork made by artists, architects and designers looking at how they can inspire making</p> <p>Discussing the artists intention and reflect on own response</p> <p>Explore how ideas translate through different medias</p> <p>Use photographs to collect inspiration for ideas</p> <p>Develop ideas through</p>	<p>Continue to develop a sketchbook habit to record individual responses to the world</p> <p>Enjoy looking at artwork made by artists, architects and designers looking at how they can inspire making</p> <p>Discussing the artists intention and reflect on own response</p> <p>Look at a variety of types of source material and understand the differences</p> <p>Effectively use relevant processes to create artwork</p> <p>Develop questions to ask when looking at artwork</p> <p>Use growing knowledge of how medias act to inform ideas</p>	

					experimentation and questioning about artwork	To use digital media to identify and research artists	
Drawing	<p>Extend the variety of drawings tools</p> <p>Draw lines of different shapes and thicknesses</p> <p>Explore mark making further</p> <p>Explore different textures</p> <p>Observe and draw landscapes</p> <p>Observe patterns</p> <p>Observe anatomy (faces, limbs)</p>	<p>Draw with different grades of drawing</p> <p>Experiment with tools and surfaces</p> <p>Develop mark making skills through experimentation</p> <p>Different drawing starting points through observation</p> <p>Draw in a way of recording experiences and feelings</p> <p>Discuss use of shadows, use of light and dark</p> <p>Create texture and pattern in my drawing</p> <p>Sketch to make quick records</p>	<p>Develop mark making through experimentation of different medias with meaning</p> <p>Use different grades of pencils to show shade, tone and texture</p> <p>Drawing from memory and from primary and secondary sources</p> <p>Figurative, still life and landscape drawings</p> <p>Experiment with the potential of various pencils</p> <p>Close observation</p> <p>Initial sketches as a preparation for painting</p> <p>Accurate drawings of people, particularly faces</p>	<p>Identify and draw the effect of light</p> <p>Scale and proportion</p> <p>Accurate drawings of whole people including proportion and placement</p> <p>Work on a variety of scales</p> <p>Computer generated drawings</p> <p>Drawing using multiple medias</p> <p>Create a figure in motion using lines, tone and colour</p> <p>Create an image that shows reflection</p>	<p>Effect of light on objects and people from different directions</p> <p>Interpret the texture of a surface</p> <p>Produce increasingly accurate drawings of people</p> <p>Concept of perspective</p> <p>Explore the architecture of another time and replicate it</p> <p>Enable an evolution of ideas through drawing</p> <p>Explore the relationship of lines</p> <p>Shade to create a 3D drawing</p>	<p>Effect of light on objects and people from different directions</p> <p>Interpret the texture of a surface</p> <p>Produce increasingly accurate drawings of people</p> <p>Concept of perspective</p> <p>Explore the architecture of another time and make individual work in response</p> <p>Explore the relationship of line</p> <p>Create a 3D scene with perspective</p> <p>Create a figure in motion using varied drawing techniques</p>	<p>Leonardo Da Vinci, Vincent Van Gogh, Poonac</p>
Painting	<p>Choose and control different thicknesses of brushes</p> <p>Recognise primary colours</p> <p>Discover secondary colours</p>	<p>Mix primary colours to make secondary ones</p> <p>Begin to describe colours</p> <p>Make as many tones of one colour as possible (using white)</p>	<p>Predict the outcome of colour mixing</p> <p>Make colour wheels</p> <p>Create a background wash</p> <p>Introduce different types of brushes</p>	<p>Colour mixing and matching; tint, tone, shade</p> <p>Observe suitable colours</p> <p>Suitable equipment for the task</p>	<p>Tint, tone, shades and mood</p> <p>Explore the use of texture in colour</p> <p>Colour for purposes</p> <p>Paint on new surfaces such as, stone, fabric</p>	<p>Tint, tone, shades and mood</p> <p>Explore the use of texture in colour</p> <p>Colour for purposes and explain it</p>	<p>Pollock, Monet, Chagall, Ben Moseley, Van Gogh,</p>

	<p>Mixing of colours</p> <p>Paint something that has been observed (scene or people)</p> <p>Find collections of colour</p> <p>Applying colour with a range of tools</p> <p>Mark making with paints</p>	<p>Darken colours without using black</p> <p>Explore painting on different surfaces</p>	<p>Techniques- apply colour using dotting, scratching, splashing</p>	<p>Colour to reflect mood</p> <p>Colour to reflect texture and shading</p> <p>Larger scale paintings</p> <p>Painting on new surfaces</p>	<p>Add light source in a painting using tint and tone</p>	<p>Create own personal response to art using knowledge of colour</p> <p>Use a wide range of techniques in painting</p>	
Texture	<p>Weaving</p> <p>Collage</p> <p>Sort according to specific qualities</p> <p>How textiles create things</p>	<p>Overlapping and overlaying to create effects</p> <p>Use large eyed needles for running stitches</p> <p>Simple appliqué work Start to explore other simple stitches</p> <p>Collage</p>	<p>Use smaller eyed needles and finer threads</p> <p>Using more than one stitch type</p> <p>Weaving</p> <p>Tie dying, batik</p>	<p>Use a wider variety of stitches</p> <p>Observation and design of textural art experimenting with creating mood, feeling, movement</p> <p>Compare different fabrics</p> <p>Develop design through exploration of fabrics</p>	<p>Select and use materials</p> <p>Embellish work</p>	<p>Develops experience in embellishing</p> <p>Applies knowledge of different techniques to express feelings</p> <p>Work collaboratively on a larger scale</p>	<p>Linda Caverley, Molly Williams, William Morris, Gustav Klimt</p>
Form	<p>Construct – Use materials to make known objects for a purpose</p> <p>Carve, Pinch and roll coils and slabs using a modelling media</p> <p>Make simple joins</p> <p>Turning 2D shape into 3D sculpture</p> <p>Explore different modelling materials</p>	<p>Design through making</p> <p>Cut simple shapes</p> <p>To shape and form from direct observation decorative techniques</p> <p>Replicate patterns and textures in a 3-D form work and that of other sculptors</p>	<p>Use paper and tape to build</p> <p>Explore modelling with Modroc</p> <p>Shape, form, model and construct (malleable and rigid materials)</p> <p>Plan and develop, understanding of different adhesives and methods of construction</p>	<p>Plan and develop</p> <p>Experience surface patterns / textures</p> <p>Discuss own work and work of other sculptors, analyse and interpret natural and manmade forms of construction</p> <p>Create a 3D form from life or imagination</p>	<p>Plan and develop ideas</p> <p>Shape, form, model and join from observation or imagination</p> <p>Discuss and evaluate own work and that of other sculptors</p> <p>Explore sculpture and balance</p> <p>Add texture</p>	<p>Plan and develop ideas</p> <p>Shape, form, model and join from observation or imagination</p> <p>Discuss and evaluate own work and that of other sculptors</p>	<p>Henry Moore, Barbara Hepworth, Andy Goldsworthy,</p>

				Discover how context can change the meaning of a sculpture			
Printing	<p>Create patterns</p> <p>Develop impressed images</p> <p>Relief printing</p> <p>Understand notions of positive and negative</p> <p>Print on different materials</p>	<p>Explore simple mono-printing</p> <p>Print with a growing range of objects</p> <p>Identify the different forms printing takes</p> <p>Use multiple methods of printing</p>	<p>Relief and impressed printing</p> <p>Using skills from other areas to make patterns such as line and colour</p> <p>Recording textures/patterns</p> <p>Monoprinting</p> <p>Colour mixing through overlapping colour prints</p>	<p>Use sketchbook for recording textures/patterns</p> <p>Interpret environmental and manmade patterns</p> <p>Modify and adapt print</p> <p>Print on different materials</p> <p>Print using three colours</p>	<p>Combining prints</p> <p>Design prints</p> <p>Make connections</p> <p>Discuss and evaluate own work and that of others</p> <p>Printing using multiple colours</p>	<p>Builds up drawings and images of whole or parts of items using various techniques</p> <p>Screen printing</p> <p>Explore printing techniques used by various artists</p> <p>Overprint using different colours</p>	<p>Picasso, Dan Mather, Andy Warhol</p>
Pattern	<p>Awareness and discussion of patterns</p> <p>Repeating patterns</p> <p>Symmetry</p>	<p>Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning</p> <p>Natural and manmade patterns</p> <p>Discuss regular and irregular</p>	<p>Pattern in the environment</p> <p>Design</p> <p>Using ICT</p> <p>Make patterns on a range of surfaces</p> <p>Symmetry</p>	<p>Explore environmental and manmade patterns</p> <p>Tessellation</p>	<p>Create own abstract pattern to reflect personal experiences and expression</p> <p>Create pattern for purposes</p>	<p>Create own abstract pattern to reflect personal experiences and expression</p> <p>Create pattern for purposes</p>	<p>Joan Miro, Bridget Riley, Escher, Paul Klee,</p>
Technology	<p>On an iPad take a self-portrait or a photograph</p> <p>Use a simple computer paint program to create a picture</p> <p>Make simple changes to a picture</p>	<p>Understand how to use 'zoom' to show an object in detail before drawing it</p> <p>Create a picture on a computer independently</p> <p>Make changes to my work</p>	<p>Use printed images taken with a digital camera and combine them with other media to produce artwork</p> <p>Use IT programs to create a piece of artwork</p> <p>Take photographs and explain their creative vision</p>	<p>Create a piece of art which includes integrating a digital image they have taken.</p> <p>Take a photo from an unusual or thought-provoking viewpoint</p> <p>Combine my work into a digital format</p>	<p>Scan an image or take digital photographs and use software to alter them, adapt them and create work with meaning</p> <p>Compose a photo with thought for textural qualities, light and shade.</p> <p>Combine my work into a digital format</p>	<p>Have opportunity to explore modern and traditional artists using ICT and other resources</p> <p>Combine a selection of images using digital technology considering colour, size and rotation.</p> <p>Use software to create digital art and design</p>	

<p>Responding to art</p>	<p>Recognise and describe simple characteristics</p> <p>Understand that art is subjective</p> <p>Work and discuss alone and in groups</p> <p>Express preference</p> <p>Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes</p> <p>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Enjoy listening to other people's views</p> <p>Work in small groups and independently</p> <p>Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work</p> <p>Express thoughts and feelings about a piece of art</p> <p>Reflect and explain the successes and challenges in a piece of art created</p> <p>Explain how a piece of art makes them feel - link to emotions.</p> <p>Identify changes they might make or how their work could be developed further</p>	<p>Enjoy discussing own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques</p> <p>Respond to art from other cultures and other periods of time</p> <p>Begin to explore a range of great artists, architects and designers in history.</p> <p>Make suggestions about other people's work as well as own</p> <p>Share what was enjoyed the most and what was the most difficult and how those problems were solved</p> <p>Think about improvements for next time</p>	<p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further</p> <p>Begin to explore a range of great artists, architects and designers in history.</p> <p>Share own work and listen to feedback</p> <p>Take photos of own work</p> <p>Share what was enjoyed the most and what was the most difficult and how those problems were solved</p> <p>Think about improvements for next time</p>	<p>Recognise the art of key artists and begin to place them in key movements or historical events</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further</p> <p>Identify artists who have worked in a similar way to their own work</p> <p>Explore a range of great artists, architects and designers in history</p> <p>Compare the style of different styles and approaches.</p> <p>Compare the style of different styles and approaches.</p> <p>Discuss why artwork was created</p> <p>Take photos of work</p> <p>Talk about how artists inspire own artwork</p>	<p>Recognise the art of key artists and begin to place them in key movements or historical events</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further</p> <p>Identify artists who have worked in a similar way to their own work</p> <p>Explore a range of great artists, architects and designers in history</p> <p>Compare the style of different styles and approaches.</p> <p>Discuss the process of making</p> <p>Take photos of work</p> <p>Ask questions about technique, idea and outcome</p> <p>Talk about how artists inspired work and if there is a larger outcome</p>	
<p>Vocabulary</p>	<p>Painting, Drawing, Feelings, Yourself, Me, You, Pencil/s, Crayon/s, Thick/ness, Thin, Line, Painting, Primary, Secondary, Themselves, Thick, Thin, Brush/es,</p>	<p>Painting, Drawing, Feelings, Yourself, Me, You, Pencil/s, Crayon/s, Thick/ness, Thin, Line, Charcoal, Pastel, View, Tone/s, Light, Dark, Pattern, Texture, Painting, Mix, Match,</p>	<p>Expression, Facial, Shade, Tone/s, Texture/s, Sketch/es, Explanation, Background, Wash, Range, Brushes, Different effects, Predict, Accuracy, Colours, Mix, Primary,</p>	<p>Facial expression, Body language, Sketch/es, Marks, Lines, Texture, Tone, Shape, Colour, Represent, Figures, Forms, Movement, Reflection, Materials, Facial expression, Body</p>	<p>Shade, Create, Mood, Feeling, Line, Marks, Texture, Tone, Shape, Figures, Forms, Movement, Express emotion, Reflections, Materials, Shading,</p>	<p>Media, Create, Impact, Pencils, Grades, Charcoal, Pastels, Observation/al, Sketch, Sense of self, Accuracy, Imagination, Combine tools, Own style, Wide range techniques, Choose</p>	

	<p>See, Colour, Sort, Thread, Fabric, Colour, Texture, Weave, Cut, Roll, Coil, Texture, Tools, Shape/s, Repeat/ing, Pattern, Print, Sponge, Vegetables, Fruit, Paper, Textile,</p> <p>Design, Printing block Observation, Control, Tone, Media, Light/ Dark, Pattern, Shape, Marks, Features, Frame, Image, Plan, Visual, Digital, Tools, Crop, Size, Lines, Image, Effect, Demonstrate, Ideas, Set out, Annotation, Notes, Changed ideas.</p>	<p>Predict outcomes, Secondary Tones, Collage, Join, Fabric, Glue, Sew, Together, Create, Patchwork Make, Clay, Join, Line, Shape, Print, Press, Roll/rolling, Rub/rubbing, Stamp/stamping, Designer, Observation, control, Tone, Media, Light/ Dark, Pattern, Shape, Marks, Features, Viewfinder, Frame, Image, Plan, Visual, Digital, Tools, Crop, Size, Lines, Image, Effect, Identify, Techniques, Artists, Compare, Different cultures, Recognise, Historical periods, Understand, viewpoints, Feeling, Express.</p>	<p>Secondary, Colour wheel, Create, Pop up, Stitch, Join, Fabric, Form, Padding, Sew/ing, Detail Texture, Add to, Create, Texture, Shape, Life size, Material/s, Printing block, Colour print, Observation, Control, Tone, Media, Light/ dark, Pattern, Shape, Positioning, Marks, Features, Viewfinder, Frame, Image, Plan, Techniques, Visual, Digital, Tools, Crop, Size, Lines, Image, Effect, Record, Software, Duplicate, Repeat, Manipulate, Identify, Techniques, Artists, Compare, Different cultures, Recognise Historical periods, Understand viewpoints, Feeling, Express.</p>	<p>language, Create, Colours, Mood Shading, Feeling, Texture, Skills, Project, Create, Pop up, Stitch, Join, Fabric, Form, Padding, Sew/ing, Detail, Sculpt, Clay, Mouldable, Material, Experiment, Combine materials, Processes, Design, 3d form, Print, Different, Materials, Colours, Accurate, Design, Observation, Control, Tone, Media, Light/ Dark, Pattern, Shape, Positioning, Marks, Features, Viewfinder, Frame, Image, Plan, Techniques, Visual, Digital, Tools, Crop, Size, Lines, Image, Effect, Record, Software, Duplicate, Repeat, Manipulate, Styles, Artists, Explain, Features, Historical period, Specific techniques.</p>	<p>Create, Mood, Feeling, Express emotion, Organise, Line, Tone, Shape, Represent, Figures, Forms, Movement, Sewing, Project, Running stitch, Cross stitch, Backstitch, Applique, Embroidery, Experiment, Combine, Materials, Processes, Design, 3d form, Sculpt, Clay, Mouldable materials, Print, Accurate, Design criteria, Colours, Different materials, Observation, Tone, Intricate Pattern, Shape, Techniques, Perspectives, Source Material, Composition, Grades, Dexterity, Third Dimension. Control, Media, Scale, Adapt, Sketching, Hatching, Improve, Adapt, Visual, Digital, Tools, Crop, Size, Lines, Image, Effect, Record, Software, Duplicate, Repeat, Manipulate, Style, Influence/d, Artist, Understand, Abstract, Message, Convey, Technical, Architectural design, Record, Qualities.</p>	<p>Specific Paint techniques, Visual elements Tactile elements, Create, Models Range of scales, Open to interpretation, Audience, Overprint, Create, Patterns, Method, Effectiveness of printing, Observation, Tone, Intricate Pattern, Shape, Techniques, Perspectives, Source Material, Composition, Grades, Dexterity, Third Dimension. Control, Media, Scale, Adapt, Sketching, Hatching, Improve, Adapt, Visual, Digital, Tools, Crop, Size, Lines, Image, Effect, Record, Software, Duplicate, Repeat, Manipulate, Style, Influence/d, Artist, Understand, Abstract, Message, Convey, Technical, Architectural design, Record, Qualities.</p>	
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